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The Pageant of Bridgewater State Normal School Celebrating its Seventy-Fifth Anniversary, June 19, 1915

Bridgewater State Normal School

Recommended Citation

Bridgewater State Normal School (1915). The Pageant of Bridgewater State Normal School Celebrating its Seventy-Fifth Anniversary, June 19, 1915. In *Bridgewater State Anniversary Publications*. Paper 6.
Available at: <http://vc.bridgew.edu/anniversary/6>

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The Pageant of Bridgewater State Normal School Celebrating its Seventy-Fifth Anniversary, June 19, 1915.

(The audience is requested to refrain from talking during the Pageant performance.)

INTRODUCTION. Overture by Orchestra.

PRELUDE. Dance of the Hours and Years. "Time rolls its ceaseless course."

SCENE I.

THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.

1. THE PIONEERS.

The Spirit of Enlightenment appears, and Massachusetts enters, followed by the two branches of the Legislature. The Hours' dance ends with the time dial at 1824. James G. Carter is the first to urge professional training for teachers.

"The first step toward reform in the system of popular education is the scientific preparation of teachers for the free schools. The only measure to secure this is to establish an institution for the purpose."

Carter heads a group of citizens who petition Massachusetts for a Board of Education (1837). Massachusetts creates a Board consisting of eight men.

Horace Mann is made Secretary.

"Henceforth, so long as I hold this office, I dedicate myself to the supremest welfare of mankind on earth."

2. THE EXPERIMENT.

Mr. Carter urges that the Normal School experiment be tried in three towns for three years (1838.) Mr. Dwight offers \$10,000 for the

purpose on condition that the State does the same. The offer is accepted, and Massachusetts authorizes the experiment.

The Board reviews the Counties for the location of these schools. Plymouth County is first chosen, then Middlesex, then Worcester. Plymouth, Middleboro and Bridgewater contend for the Plymouth County school so long, that Lexington (now Framingham), is the first Normal School in America (1839); Barre (now Westfield), the second (1839), and Bridgewater the third (1840.)

The three years of the experiment pass.

SINGING: "Time like an ever rolling flood, etc."

3. THE FIRST BUILDING.

Lexington Normal School enters, with Mr. Pierce, its first principal, and students. Then Barre Normal, with Mr. Newman, and Bridgewater Normal with Mr. Tillinghast, both followed by students. Victory gives a laurel to each School, and the success of the experiment is acclaimed.

Horace Mann is commended for his devotion to duty, and his friends, Charles Sumner and others, join in urging the erection of buildings for the State Normal Schools. Massachusetts gives B. N. S. a building (model) and in August, 1846, the first State Normal Schoolhouse in America is dedicated.

"Among all the lights and shadows that ever crossed my path, this day's radiance is the brightest. I consider this event marking an era in the progress of education,—which we all know is the progress of civilization,—on this western continent and throughout the world. Here is the first normal schoolhouse ever erected in Massachusetts, in the Union, in this hemisphere. It belongs to the class of events which may happen once but cannot be repeated. Coiled up in this institution, as in a spring, is a vigor whose uncoiling may wheel the spheres."

INTERLUDE. Overture by Orchestra.

"1846."

SCENE II.

THE SCHOOL DURING THE FORMATIVE PERIOD.

I. OVERCOMING OPPOSITION BY EARNESTNESS AND DEVOTION.

Bridgewater's second principal, Mr. Marshall Conant, enters with a group of students and joins Mr. Tillinghast's group about the building. Opponents of the new schools enter and take places among the Coun-

ties. Among them one says, "Don't want none o' them Norman teachers!"

The student groups illustrate some of the school activities, 1840-1860.

Mr. Tillinghast says :

"A very few studies, and long dwelling thereon. A teacher must educate himself—the Normal School will assist him. Whatever has been done in teaching in all countries, different methods, and best thoughts on the science and art of teaching, these have I brought before you. Truth is priceless."

Mr. Conant says :

"Let us bring as many of these pupils as possible into the actual business of teaching. I would impress upon you the necessity for good government in our schools, and the importance of real character in our teachers."

All the Counties seek graduates, also several beside the New England States (carrying shields). Illinois starts a Normal School with Bridgewater graduates as teachers.

2. THE NORMAL SCHOOL'S MESSAGE TO THE CHILDREN.

Enlightenment brings a group of children to B. N. S. A graduate enters upon her task prayerfully, unbinds their eyes, and lights the lamp of Knowledge before them. They follow her earnestly.

3. THE ALUMNI ASSOCIATION. (Formed 1845.)

The Spirit of B. N. S. Alumni Association calls the graduates from their positions to gather about the school. The ring of friendship is formed as "Auld Lang Syne" is sung.

INTERLUDE DANCE. "Consecration."

SCENE III.

THE SCHOOL AND PATRIOTISM.

1. THE CALL TO ARMS.

As the dial moves to 1861, guns are heard. Patriotism enters rapidly, is greeted by Enlightenment, and together they light a fire on the altar of the Union. Massachusetts and B. N. S. show their loyalty. The call to arms sounds. B. N. S. answers, as her boys come running, leaving studies, bidding farewell to students and school. They fall

into rank saluting Patriotism. Massachusetts arms them, and they march forth.

2. THE ROLL OF HONOR.

The girl students form groups making bandages, writing letters, and knitting, for soldiers. War songs are sung. Guns are heard at intervals, and the dial moves on to 1865. Enlightenment is dispirited; B. N. S. and Massachusetts wait, saddened.

As the guns cease, enter Victory holding a reversed torch, followed by attendants bearing the Roll of Honor (the names of all B. N. S. men in the war.) Citizens and some soldiers follow. Patriotism accepts the Roll of Honor and places it near the altar. Some of the soldiers return to their school and profession.

SINGING: "The Battle Hymn of the Republic."

INTERLUDE. "Faith Motif from Parsifal."

SCENE IV.

THE SCHOOL A RECOGNIZED AND GROWING POWER.

1. IDEALS.

The Spirit of Service enters, "rising like a phoenix from the ashes of war." She gives B. N. S. an inspiring motto in the words of the Great Teacher: "Not to be ministered unto, but to minister."

Enlightenment urges study of the child's needs and interests, and B. N. S. pledges herself to child-study.

2. GROWTH.

The Hours dance as the years progress.

Massachusetts gives B. N. S. an addition to the original building (1861), and another enlargement (1871). Students in groups illustrate teaching exercises, debating, sketching, music, orchestra, and gymnastics. The dial moves by decades to 1890 when Victory calls attention to the 50th Anniversary. Graduates enter. Massachusetts gives B. N. S. a new home (1891), with a Model School. In 1894 this building is lengthened.

3. WIDE INFLUENCE.

Many states (shields) and countries, among them Armenia, Canada, Chile, Cuba, England, Hawaii, India, Jamaica, Japan, Mexico, Peru, Phillipines, Porto Rico, Scotland, send youth to B. N. S. and

claim her graduates. The graduates represent many professions and walks of life.

All pay tribute to the memory of the third principal of the school, for forty-six years its inspiring leader, for nine years Principal Emeritus,—ALBERT GARDNER BOYDEN.

The wide influence of the school is symbolized by a great wheel pivoting about B. N. S.

INTERLUDE DANCE. "Attainment."

SCENE V.

THE SCHOOL OF TODAY.

B. N. S. summons her Departments, Training School, and Undergraduate Interests to show their strength.

I. DEPARTMENTS.

1. *Nature Study.* A group in green, bearing flowers.
2. *Art and Manual Training.* Art, typified by "Athena Parthenos" with banner "Art and Industry," is followed by a group of artisans, in blouses and caps, who offer the products of their arts.
3. *Penmanship.* A group in black and white carrying a pen.
4. *English.* A modern English-speaking girl bearing a banner "Our Language" heads a group typifying the sources of the language, Hellenic, Romanic, Keltic, and Teutonic.
5. *Expression.* A group in rose color, expresses various emotions, joy, fear, defiance, disgust, delight.
6. *History,* "the story of the progress of civilization." Civilization leads a file of "boys on the road from yesterday to now;" the Egyptian, Hebrew, Greek, Roman, Renaissance, Puritan, and 1915.
7. *Arithmetic.* A group in gray carrying numerical figures.
8. *Foreign Languages.* Greek, Latin, French, German, Italian, and Spanish.
9. *Science.* Water, Air, Fire, Electricity and Rock typify physical and chemical forces, and the structure of the earth.
10. *Geography.* "Uncle Sam" leads the World, borne by four nations and accompanied by the four Seasons, with Night and Day.

11. *Music.* A single figure bearing a lyre.
12. *Psychology.* "Psychology gives to the teacher an understanding of the way in which the child can be influenced and developed." The psychologist is accompanied by a group showing the periods of *childhood*, and *youth*, followed by a young man and a young woman bearing symbols of home and industry, and a banner, Social Service, "That coming generations may live on a higher, happier level."
13. *Physical Education.* (1) The Angel of Peace, (Spiritual Attainment, Universal Peace). (2) Columbia, bearing flag (National power). (3) Students with banner, followed by children, representing development of Power by purity of life and purpose.
14. *Kindergarten Training Course* (established 1895). Children represent flowers in a garden: they grow as the rain falls, expand as the sun shines, and are visited by birds, butterflies, and bees.
15. *Training.* Banners indicate the towns in the original training field, and its extension to the present area.

II. THE TRAINING SCHOOL (Model School). Groups of children will illustrate phases of the newer education, a training of body, mind, and soul for better living:

- Grade I. Community project, clearing lawn of dandelions.
- Grade II. Gardening.
- Grade III. Picture building.
- Grade IV. Public Health (Campaign against Flies).
- Grade V. Dramatization (Cinderella).
- Grade VI and Grade VII. Organized games.
- Grade VIII. Sewing.
- Grade IX. Cooking and Carpentry.

III. UNDERGRADUATE INTERESTS.

1. *The Dramatic Club.* Philostrate introduces the players, Demetrius and Helena, Puck and Fairy, Bottom and Titania.
2. *The Fraternity and Sororities.* Each represented by delegate and banner.
3. *Athletics.* Tennis, Basketball, Football and Baseball.
4. *Glee Club.* (Assisted by Alumnæ.) Singing.

IV. THE ALUMNI ASSOCIATION, the bond between the Present and the Past, calls upon all to sing the School Song.

"Alma Mater," music composed by William L. Bates in 1906.

V. THE FUTURE.

B. N. S. would look into the future—and the veiled years are seen in the background. Patriotism, Enlightenment, and Service call upon B. N. S. to meet the problems of "America, the melting-pot of races," and Massachusetts pleads for the ideals of our forefathers. B. N. S. pledges: "For these little aliens, as for our own children, education of the hand, the head, and the heart,—to secure the highest efficiency of the individual, and the truest service to the State—in order that America the beautiful may live forever."

SINGING. "America."

VI. PAGEANT PROCESSION.

The pageant procession shows the forces of the past, with the strength of the present, already taking shape to meet the needs of the future. The pioneers, the earnest early workers, the young patriots, the graduates whose success widened the influence of the school to many countries, these are followed by the representation of the School of today. B. N. S., with Massachusetts' co-operation, guided by Enlightenment, Service and Patriotism, goes forward toward the future with courage and confidence.

COMMITTEES.

DIRECTOR OF PAGEANT.—Miss Lotta A. Clark.

AUTHOR.—Mrs. Water S. Little.

EXECUTIVE COMMITTEE.—Mrs. W. S. Little, Miss Adelaide Moffitt, Miss Flora M. Stuart, Miss Anne M. Wells, Mr. W. D. Jackson, Mr. A. C. Boyden.

DRAMATICS.—Miss Adelaide Moffitt.

MUSIC.—Normal Glee Club, Miss Clara C. Prince, *Director*, Alumni Orchestra, N. Elliott Willis, *Leader*,

COSTUMES.—Miss Flora M. Stuart, Miss Neva I. Lockwood, Miss Ruth M. Moodie, Miss S. Elizabeth Pope, Miss Martha M. Burnell, Miss Rachel Crocker.

PROPERTIES.—Miss Flora M. Stuart, Miss Mabel B. Soper, Miss Frill G. Beckwith, Miss Dorothea Davis.

GROUND.—William D. Jackson, aided by Boy Scouts and the Police of Bridgewater.

THE PAGEANTERS.—Alumni, teachers, and students of B. N. S. and Training School.

CAST.

Enlightenment,	Miss Helen L. Thompson
Massachusetts,	Miss Cora A. Newton
Bridgewater Normal School,	Mrs. Jane S. Carroll
B. N. S. Alumni Association,	Miss Nellie M. Bennett
Victory,	Miss Eugenie G. Ayer
Patriotism,	Miss Kathryn T. Power
Service,	Miss Bertha Bartlett
James G. Carter,	Harold L. Kendall
Horace Mann,	Brenelle Hunt
Edmund Dwight,	John H. Harper
Rev. Emerson Davis,	Newman B. Abercrombie
Rev. Thomas Robbins,	Clinton E. Carpenter
Jared Sparks,	Edward Berman
Robert Rantoul, Jr.,	Louis W. Crocker
Rev. Charles Brooks,	Archibald G. Coldwell
Daniel Webster,	Walter H. Andrews
Charles Sumner,	A. Russell Mack
Rev. E. A. Newton,	Archibald G. Coldwell
John Q. Adams,	Warren R. Sargent
Cyrus Pierce, of Lexington,	Joseph R. Burgess
Samuel Newman, of Barre,	John J. Sheehan
Nicholas Tillinghast, First Principal,	Eugene A. Wright
Marshall Conant, Second Principal,	Cornelius F. Dunn

LEADERS OF SCENES :

1. Cornelius F. Dunn.
 2. Miss Hazel M. Hannigan
 3. Miss Florence E. Lewis
 4. Miss Mary M. Fitzgibbon
 5. Miss Bertha Bartlett
- Misses Bennett, Miss S. Elizabeth Pope